



# THE GRAND STAND

VOLUME 1, NO. 3

GOVERNOR'S COMMITTEE  
FOR THE PHYSICALLY HANDICAPPED

OCTOBER, 1975

## VOCATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED IN PENNSYLVANIA

Wayne L. Grubb  
Pa. Dept. of Education

Pennsylvania is providing various vocational education programs and services for the handicapped throughout the Commonwealth to make more of these individuals employable. The following data relates to only the services that are provided with the special 10% vocational education funds for the handicapped. Additional handicapped students are obtaining vocational education training and services without any special assistance from federal vocational funds for the handicapped.

The following handicapped individuals have received vocational programs and/or services with federal vocational set-aside funds for the handicapped:

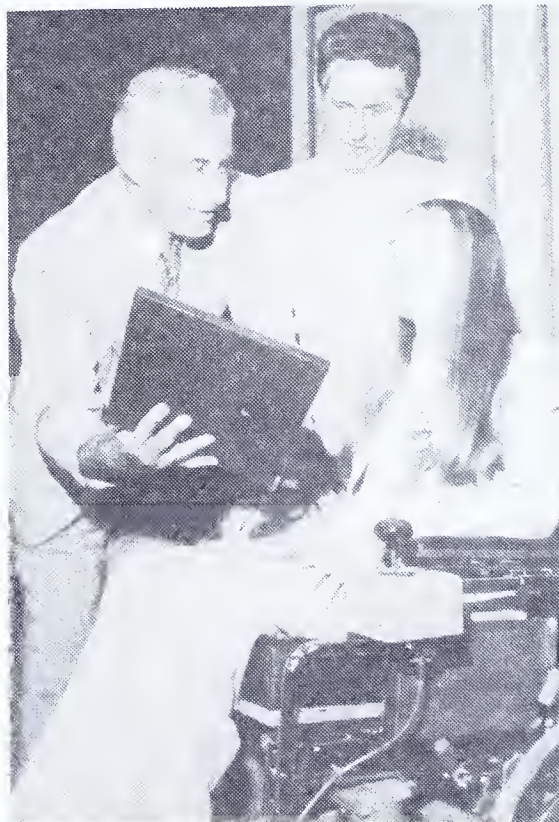
Educable Mentally Retarded 4,510;  
Trainable Mentally Retarded 1,189;  
Speech Impaired 86; Visually Impaired 97;  
Hearing Impaired 116; Crippled and  
Health Impaired 328; Emotionally  
Disturbed and Socially Maladjusted 467;  
and Learning Disabled 190.

Thirty-nine prevocational programs including single skilled training and prevocational evaluations have been set up for the different types of handicapped students throughout the Commonwealth. Five of these prevocational programs operated during the summer months. Approximately 3,050 handicapped students are receiving some prevocational training and/or evaluations. Based on the prevocational programs and evaluations, approximately 2,000 handicapped students will be enrolled in approved vocational programs during the next school year.

Special services, including vocational guidance, remedial reading and/or math,

aides within the vocational areas, part-time job procurement, family counseling, group counseling, psychological evaluation, and community agency referral, have been provided to many handicapped students.

Approximately 1,350 handicapped students were involved with special guidance programs, 240 students were in special remedial reading, and 226 students were in remedial math programs. A large number of other handicapped students received one or more of the above services as part of their vocational training program.



**AWARD WINNER** — Lt. Gov. Ernest P. Kline, left, presents the "Handicapped Pennsylvanian of the Year" award to Miss Joan E. Patterson, of Montoursville RD, during the annual conference of the Governor's Committee on Employment of the Handicapped at Hershey. With them is Paul J. Smith, state secretary of labor.

There has been an increase in the number of handicapped students that are being enrolled in approved vocational programs. The total handicapped students enrolled in approved vocational programs, because of extra services provided to the students with federal vocational funds is 1,498. Many more handicapped students are enrolled in approved vocational programs without extra services being provided with federal vocational handicapped funds throughout the Commonwealth, that are not counted in this report.

Various types of special vocational programs have been provided for handicapped students. Some of these programs are: single-skilled training programs, occupational-transitional programs, special training programs in various trade areas, workshop-setting programs, special occupational programs, including the use of special trade consultants. Approximately 1,000 handicapped students were enrolled in the special vocational programs for the handicapped.

Many handicapped students were involved in cooperative experiences with their vocational training in approved vocational programs or in special vocational programs for the handicapped. An additional 506 handicapped students were involved in diversified occupations programs and/or special cooperative programs.

At the end of this year, approximately 1,200 handicapped will have completed their vocational program and are going into the world of work.

Cooperation exists with the Bureau of Vocational Rehabilitation, National Association for Retarded Citizens, and other governmental and service agencies for the various types of handicapped individuals to provide them total services. A special program has also been developed for two state hospital students to attend an area vocational-technical school.



## **SEX EDUCATION FOR THE PHYSICALLY HANDICAPPED**

**by Kathryn Goetz and Carolyn Turnbull  
Slippery Rock State College**

Due to the common misunderstanding of the true meaning of sex education, a definition must be stated. Functionally, sex education is the study of living as a male or female in relation to one's environment. It involves the feelings and attitudes about a person's sexuality, the biological aspects, and the rights, responsibilities, and consequences of sex.

Throughout the controversies about mandatory sex education programs, many negative opinions have been expressed. These have been based on false notions about what sex education is or should be. The major misconception is that sex education is solely biological. From this stems the notion that if we teach children about sex, they will explore the area. If we teach about birth control, the students will use it and continue their course of experimentation. Research studies have failed to substantiate these myths.

Sex is what we are; the total sphere of being human. Throughout the educational process, children learn about all other aspects of what living is about. When sex is mentioned, we (adults) freeze. Presently, the schools are assuming greater responsibility for the total education of a child. Sex is a major part of the total child. Most of our being is sexual. We are male or we are female and this affects our lives. This is our life. Sex education is what it means to be male or female and a member of a family. (Kempton, 1975)

Beginning at birth, children continually form an attitude about sex; about their sex. They are surrounded by influential experiences. For example: In infancy, are children punished for touching their genital area?; Are they told "boy's don't cry" or "girls don't get dirty"?; Are they shut off or told they're bad when they ask a question about their bodies? The child's total environment is involved in forming attitudes about sex, both positive and negative.

Because sex involves the total person and because education should be concerned with this totality, sex education should be a natural component of the curriculum. Many of us have learned about sex solely through our life time experiences. As a result, the facts are distorted or eliminated and misconceptions are formed. None of us are free from a sexual traumatization. If we are not, one can only guess what the physically handicapped person has experienced.

The physically handicapped person is first a human and only second is he handicapped. Only one minor segment of his being is defective. This does not change what he is: how he thinks or how he feels. It does not make him sub-human.

In education, we are fighting for mandatory sex education programs. In the field of special education, we are pushing for normalization. However, many persons, lay or professional, do not consider sex part of the normalization process for the physically handicapped person. Questions such as the following are asked: Why should he engage in any type of sexual activity?; How can a crippled person enjoy a naturally fulfilling sexual life?; and, Why should we encourage them to engage in sexual activities?

Physically handicapped persons are stared at, humiliated and just generally discriminated against in our society. They are treated differently and they tend to believe that they are different which leads to feelings of inferiority. By not recognizing his sexual being as equal to that of the "normal" population, we are segregating him further and reinforcing negative attitudes which continue to feed his already poor self-concept.

More than other children, the physically handicapped need to be sexually educated. They need to be positively reinforced that they are like "other people" and there is nothing wrong with them when they experience natural drives. There is a need to diminish all feelings of segregation.

Special educators are taking on the responsibility of educating the physically handicapped in a special way. Generally, teachers of the handicapped are geared toward individualization, the education of the total child, and bringing him to his highest potential. Included in this philosophical thinking, then, should be sex. Perhaps the handicapped person will never be able to enjoy the actual act of intercourse. However, it is the sex educator's responsibility to develop positive attitudes and to aid the individual in understanding his limitations and alternatives in terms of natural, meaningful sexual outlets.

Sex is part of total life, it should be part of the total curriculum. There should be no rule stating that when a child reaches a specific age, it is time to begin sex education. This should be a part of the curriculum from K to 12. The physically handicapped, as well as any other child, should develop a positive attitude about himself and his sexuality. After years of avoidance and/or punishment, he cannot develop a new attitude over-night. He must be surrounded by positive experiences in his environment.

Not everyone can or should be a sex educator. Winifred Kempton (1975) lists the characteristics of a sex educator as one who:

1. knows the subject matter.
2. knows the characteristics of his students and how to reach them effectively.
3. comes to terms with his own sexuality.
4. comes to terms with the language of sex (technical and slang), is

able to use it and accept it.

5. believes that the goal of sex education is not to eliminate sexual response.
6. is accepting and tolerant of the sexual behavior, feelings and attitudes of others.
7. is imaginative, ingenious and flexible.
8. has a sense of humor.
9. is honest and direct in manner and speech.
10. is emotionally stable.

If a person meets these criteria, he should function excellently as a sex educator.

Presently, there is no legislation in Pennsylvania concerning sex education for the physically handicapped. There is also no provision for sex courses in the public school curriculum. However, there are several agencies throughout the state that provide services for sex education. Some of these include the Bureau of Vocational Rehabilitation, United Cerebral Palsy, and Planned Parenthood (especially Planned Parenthood of Southeastern Pennsylvania). These agencies provide resources in the form of personnel, pamphlets, films, film strips, posters, and models. Other instructional materials are available from publishers such as Follette, Scott Foresman, Steck-Vaughn, Educational Progress and Westinghouse Learning Corporation.

We cannot overlook the obvious resource of parents and their parent organizations. In any well-rounded sex education program, they can be the valuable core of success. Sex education should be taught in conjunction with home instruction. We must make use of all resources available in order to present sex naturally and intelligently.

The key to successful education is enthusiasm. If you truly believe in an appropriate sex education program for the physically handicapped, you should have the enthusiasm to see it developed and successfully executed.

## **AWARENESS IS A KEY**

**by William P. Brown  
Butler Area School District**

How often have you been in a supermarket and seen a physically handicapped person shopping and thoughtlessly found yourself staring at this individual? Why did you stare? Did this individual seem odd, different or out of the ordinary?

It is about time that the public is educated to the fact that the physically handicapped person, in many instances, is a self providing, tax contributing individual with the same rights and privileges as other citizens in our country. But how can this stigma be reduced in magnitude as other minority group cases have been in the past?

One major aspect that can open many minds towards seeing the physically handicapped as truly productive



individuals is through awareness. Providing the public with a variety of communicative materials concerning the physically handicapped individual will accomplish two goals. By developing these communicative materials, we can reach more people and inform these individuals in a proper and non-construed manner. But who is to aid in informing the public of the positive aspects of the productive physically handicapped individual?

Since awareness is the key towards informing any individual of an unjust situation, the plight of the physically handicapped needs to be changed. The awareness needed can be increased through the efforts of civic groups in all cities. By incorporating concerned people, who are interested in this cause, and through appropriate distribution of needed materials, the resulting product will be informed individuals who can see the physically handicapped as total humans and total citizens.

Our communities have many civic groups who often strain to find worthwhile activities to carry on during a given period of the year. Imagine the benefits that could be attained through the sponsorship of a workshop that would bring physically handicapped people and concerned citizens together to share ideas. Many different topics and ideas can be developed to spread this concept, but the basic idea here is that interested groups are needed in our communities to devote their time and services to spread awareness of this issue.

Awareness is the key and the combination for success lies in bringing the public and the physically handicapped together to share each other's experiences and experience together to become more aware.

## RECREATION FOR THE HANDICAPPED

by John Day  
Pa. Department of Health

Too often, people with handicaps do not have the opportunity to join in recreation activities that are offered to the community. In the summer months, handicapped children have to find a "special" program, or do without recreation entirely.

In response to this need, the Division of Public Health Education, Penna. Department of Health, has been working with other concerned groups to create opportunities for handicapped children to participate in local summer recreation activities. Those groups that have given support and ideas have been the Penna. Recreation and Parks Society and Therapeutic Recreation branch, the Governor's Committee for the Physically Handicapped, P.A.R.C., Penna. Easter Seal Society, Temple University, and the Department of Community Affairs.

A workshop for recreation professionals was held on March 18-19,

1975 in Norristown, where specific approaches to integrating the disabled into summer programs were discussed. The discussion outlined the opportunities that can be made available by local recreation departments, using some additional personnel and volunteers.

As part of the project, Developmental Disability funding was secured from the Department of Health in the amount of \$5,715, to fund three demonstration projects. Applications from recreation directors were encouraged; subsequently, three locations were selected. Since one of the objectives of the entire program was to integrate the handicapped with normal children in a recreation setting, this was one of the main criteria in selection. An additional requirement in the application was the setting up of a local planning committee, with representation from parents of handicapped children, special education personnel, voluntary health agencies, and therapeutic recreation specialists. This was done to draw on as much local expertise as possible.

The three sites selected for this summer are the Marple-Newtown Recreation Department, White Haven State School, and the Dauphin County Parks and Recreation Department, in cooperation with the Aurora Club.

Based on the evaluation of the projects, plans will be made to support additional demonstration programs in other parts of the state. Many groups have recognized the importance of expanded recreational opportunities for all citizens, and rightly so, since adequate recreation is a prerequisite for good health.

## ARCHITECTURAL BARRIERS--

Hats off to the Educational Division of the North American Publishing Company, publisher of the *American School and Universities*, monthly.

In their October 1974 publication, they dedicated the total magazine to mainstreaming handicapped students: *Are Your Facilities Suitable?*

A few outstanding articles are: "Help Eliminate Architectural Barriers" By John Gardner, Director of Buildings and Grounds of Columbia University; "Special Report on Mainstreaming Handicapped Students," what the law says, and what is being done about it; "A Quick Look Around the Country" pointing out what different states are doing to make it easier for the handicapped student.

It is this type of publication that will bring to the attention of the Educators of our State, and our Country, not only the needs of the handicapped, but how to plan, construct, furnish and equip. Yes, they have some answers, not just theories.

## REDUCED TRANSIT FARE PROGRAM FOR HANDICAPPED PERSONS

In order to assist handicapped persons in fulfilling their transportation needs and to meet requirements of Section 5 of the federal Urban Mass Transportation Act of 1964, as amended, the Reduced Transit Fare Program for Handicapped Persons is being established in the Commonwealth's thirteen urbanized areas. This program permits handicapped persons to ride on participating local mass transit systems and commuter railroads at half fare during nonpeak hours. Upon notice given by the participating mass transit agency, handicapped persons may ride on its services for approximately half fare, during nonpeak periods by presenting a Reduced Transit Fare Identification Card to the vehicle operator, conductor or transit cashier at the time the fare is paid.

General program information may be obtained by contacting: Bureau of Mass Transit Systems, Pennsylvania Department of Transportation, 1215 Transportation and Safety Building, Harrisburg, Pennsylvania 17120 (717) 787-7540.

## HANDICAP JOB BANK

A job bank for the handicapped is now in operation at 225 N. Lowe Street, Lancaster, Pa.

Sponsored by the Lancaster Committee on Employment of the Handicapped, the office is under the direction of Jeffrey Miller, program coordinator.

Miller said that handicapped persons seeking jobs can contact the office, and a search will be made for jobs which fit their particular skills.

He added that the office also will work with employers who wish to hire the handicapped.

## UCP FALL CONFERENCE TO BE HELD IN HERSHEY

The 1975 Fall Annual Meeting of United Cerebral Palsy of Pennsylvania has been scheduled for October 31 and November 1, 1975 at the Hershey Hotel in Hershey. Mrs. Bettie Martin, Chairman of the Conference Planning Committee, has announced that Mr. Leslie Park, Executive Director of UCP of New York City has accepted an invitation to be guest speaker at the Annual Awards Dinner.

## MARK YOUR CALENDAR

**October 6-9**

**American Academy of Family Physicians**  
Chicago, Ill.  
Contact: Arthur T. Smith, AAFP  
1740 W. 92nd St.  
Kansas City, Mo. 64114

**October 6-10**

**1st International Congress of Child Neurology**  
Toronto, Ontario, Canada  
Four Seasons Sheraton Hotel  
Contact: Miss B. Harrington, Executive Secretary, ICCN., Division of Neurology Hospital for Sick Children, 555 University Avenue, Toronto, Ontario

**October 9-12**

**American School Health Association**  
Denver  
Contact: James McDermott, ASHA  
P.O. Box 708  
Kent, Ohio 44240

**October 11-15**

**National Rehabilitation Association**  
Cincinnati  
Contact: A. D. Puth, NRA  
1522 K St., N.W., Suite 1120  
Washington, D. C. 20005

**October 12-17**

**4th Pan American Congress of Neurology**  
Mexico City  
Contact: Dr. F. Rubio-Donnadieu  
Inst. Nac de Neurologia  
Av. Insurgentes, Sur. 3871  
Mexico 22, DF, Mexico

**October 16**

State Task Force on Right To Education Meeting  
Scranton Area — (exact location to be named later)

**October 23, 24, 25**

Easter Seal Society Convention & Professional Institute in Philadelphia  
Nov. 6

Pa. Recreation & Park Society  
Embers — Quality Motel, Carlisle, Pa.

**November 20, 1975**

State Task Force on Right of Education Meeting  
123 Forster Street  
Harrisburg, Pennsylvania

**January 15, 1976**

State Task Force on Right of Education Meeting  
123 Forster Street  
Harrisburg, Pennsylvania

## FEDERAL FUNDS

Federal Funds supporting the Pennsylvania Bureau of Vocational Rehabilitations Seminar: "Interviewing The Qualified Handicapped Job Applicant," have been recently received.

Regularly scheduled monthly seminars will begin September 8-11, 1975, and continue each month thereafter on the following dates for fiscal year 1976:

\*October 20-23, 1975

\*November 17-20, 1975

\*December 1-4, 1975

January 5-8, 1976

February 2-5, 1976

March 8-11, 1976

April 12-15, 1976

May 3-8, 1976

June 7-10, 1976

\*State Agency Rosters complete until January, 1976.

If you wish further information, please contact Mr. Don Kuhns, Project Director, at Ext. 7-6523 or 7-5098.

## GRANTMANSHIP TRAINING PROGRAM

A Grantmanship Training Program will be held November 10-14, 1975 with the four major topics being:

- Foundation Funding
- Federal Funding & New Federalism
- Program Planning & Proposal Writing
- Non-Grant Resource Development

Contact Mr. William Morton, Philadelphia YMCA

215-569-1400 - Ext. 239 or

Ms. Natalie Hope

The Grantmanship Center

1015 West Olympic Boulevard

Los Angeles, California 90015

## HOW ARE WE DOING

We have received many requests to be placed on the mailing list of THE GRAND STAND, but I am wondering what our current readers are thinking concerning the articles placed in the newsletter. If there are any topics on which you would like to see an article written, or any comments you have pro or con concerning the articles you have seen in THE GRAND STAND, please write.

George W. Severns, Jr.  
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or

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